

Alternate ACCESS for ELLs

The Alternate ACCESS for ELLs is an option to the administration of the ACCESS for ELLs test to students in grades 1–12 who are classified as English Learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. The Alternate ACCESS for ELLs is designed for only a small population of ELs who meet the following eligibility criteria:

- The student has a current Individualized Education Program (IEP) that reflects the student meets the eligibility criteria for the Alternate ACCESS for ELLs assessment.
- The student must be instructed using the North Carolina Extended Content Standards in all assessed content areas (i.e., reading, mathematics, and science).
- The student must have a significant cognitive disability:
 - The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently.
 - The student requires extensive and repeated individualized instruction and support to make meaningful gains.
 - The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.
- The student's ACCESS for ELLs scores from the prior school year yielded NA across any or all domains or yielded a composite score of less than 2.0. (If scores are 2.0 or above, the student does not qualify for the Alternate ACCESS for ELLs and must continue to take the regular ACCESS for ELLs.)
- If the student does not have ACCESS for ELLs scores from the prior school year, the student's WIDA Screener results must have a proficiency level of 1 in all applicable domains.